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ABSTRACT

The integration of undergraduate liberal and professional education is discussed in the following chapters: (1) "A Call to Action"; (2) "Binding Values, Changing Times and Curricular Balance"; (3) "Seizing Opportunities for Excellence"; (4) "Defining the Educated Professional"; (5) "Extending a Constructive Debate"; and (6) "A New Spirit of Learning: A New Sense of Community." Recommendations are made concerning academic leadership, promoting faculty responsibility, and involving appropriate external agencies. Appendices list the National Advisory Panel, Network members and guests, and staff, and provides background information on the Professional/Liberal Undergraduate Self-Study (PLUSS) program, case studies, and related information. Tables illustrate four specific professional competencies and outcomes considered important by educators in eight undergraduate professional fields. Contains 36 references. (KM)

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Strengthening the Ties That Bind

REPORT OF
THE PROFESSIONAL
PREPARATION
NETWORK

UNIVERSITY OF MICHIGAN

JOAN S. STARK
AND
MALCOLM A. LOWTHER
Directors

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Strengthening the Ties That Bind

INTEGRATING UNDERGRADUATE LIBERAL AND PROFESSIONAL STUDY

Report of the Professional Preparation Network

The University of Michigan

Joan S. Stark
Malcolm A. Lowther
Directors

The project staff, the advisory board, and the members of the Professional Preparation Network appreciate the support of those who have sponsored its work or the foundational activities that preceded it. From 1983 to 1988, sponsors have included:

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Recent critics of various political persuasions and differing educational perspectives have called upon American higher education to do a better job of educating students. There is widespread agreement among educators, political leaders and the public that college graduates should be both competent professionals and involved and committed citizens.

Regardless of their specific field or professional area, all college graduates should be skilled communicators and critical thinkers. They should have an understanding of the social goals their profession promotes and the ethical standards it demands. They should appreciate the aesthetic elements of experience, as a means to both their personal enrichment and the improvement of their professional practice. And they should be committed to improving their skills and refining their values through life-long learning and reflection.

Although these outcomes are widely endorsed in principle within the higher education community, colleges and universities have sometimes fallen short of them in practice. In an effort to counteract a perceived narrowness in their students, too many institutions have simply added more liberal arts courses to already burdensome programs of professional education. Rarely have they attempted to integrate liberal and professional education in ways that have meaning for all students; rarely have they been able to link high standards of scholarship and professional practice to critical thinking on the fundamental issues of life.

During its 18 months of discussion and debate, the Professional Preparation Network—ably directed by Joan Stark and Malcolm Lowther—has given careful thought to how higher education might better integrate professional education and the liberal arts. It has identified the outcomes that higher education should seek to promote and the means by which those outcomes might be achieved. It has highlighted potentially divisive issues that must be addressed and resolved, and it has identified specific tasks for campus leaders, members of the faculty and those in the broader community who are concerned with educational quality. Perhaps most important, it has called upon us all to create a new sense of community as we seek to infuse professional education with the spirit of the liberal arts.

Long ago Matthew Arnold called for "studies that quicken, elevate and fortify the mind ...." In our current age, when complex technical problems are inextricably entwined with social and ethical ones, such studies are more important than ever. And although there may be no single, simple formula for implementing such studies on every campus, the approaches suggested by the Professional Preparation Network give us a strong foundation upon which, individually and collectively, we can continue to build.

Frank H. T. Rhodes, President
Cornell University

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Strengthening the Ties That Bind

CHAPTER 1

A Call to Action

Educators, employers, and the public fear that college graduates with professional degrees fail to possess the knowledge, skills, and attitudes important for citizenship as well as the broad perspective needed for effective professional careers. If this fear is justified, then college graduates may be increasing their potential for improved economic security and upward social mobility at the expense of important and enduring educational benefits.

Concerns about educational quality have fostered much discussion and have generated a variety of proposed improvements. We believe most suggested reforms miss the mark because they tolerate the current schism between liberal and professional education. Efforts to improve undergraduate education should produce programs that simultaneously enhance students' liberal education and their professional capabilities.

Competent professionals are characterized by their ability to link technical knowledge with appropriate values and attitudes when making complex judgments. The education of most college students traditionally has included both liberal study to help develop appropriate values and attitudes and specific professional preparation to provide technical knowledge and skill. Since many college graduates enter professional positions directly following undergraduate study, developing students' abilities to integrate ideas from liberal and professional study should be an essential part of their education. Sadly, educators have devoted too little attention to developing this integrative ability.

Although several recent critiques of higher education have mentioned the importance of integrating liberal and professional study during the undergraduate years,[1,2,3] educators have done little to implement these suggestions. Instead, concern about insufficient attention to liberal education has persuaded many colleges to support reforms that actually may increase separation of the two domains. Consequently, col-

leges are missing opportunities to achieve educational excellence for some students who, in many colleges and universities, comprise a majority of the undergraduates.

We should reject those educational reforms posing either sequential or "separate but equal" programs of liberal and professional education. Continued adversarial relations between these two types of study are by no means inevitable. Since discussions about changing college programs continue, the time is right to strengthen the ties that bind liberal and professional study. We urge colleges to begin promptly.

This call to action is initiated by The Professional Preparation Network, a group of educators teaching in the liberal arts and in eight undergraduate professional fields at four-year colleges and universities. Based on our experiences, we view current efforts toward higher education reform as incomplete because they fail to stress the responsibility of educators to increase the integration of liberal and professional study.

During an eighteen-month dialogue designed to foster campus and professional association concern about integration, our group identified circumstances that inhibit colleges from recognizing and accepting this responsibility. In group discussions we outlined qualities that characterize competent graduates in eight professional fields, and we discussed how these qualities might be fostered. This experience convinced us of the crucial need for similar dialogues among educators on most campuses offering undergraduate career programs.

To expand our dialogue, we circulate this call to action with these purposes:

- We propose intensive discussion, expansion, and refinement of a list of ten educational outcomes that inextricably bind liberal and professional study.

- We identify issues that require resolution in order to achieve integrated educational programs, and we encourage all educators to confront them.

- We suggest strategies and tasks for campus leaders, faculty members, and concerned groups who want to improve curricular integration.

During our association, we have developed ways to promote discourse and establish a feeling of community among those who teach conceptually disparate fields. We also discovered that other faculty groups have held similar discussions with equally satisfying results. Opportunities for such dialogues, which we believe capture the essence of educators' curricular concerns, are essential to improving education in all colleges offering undergraduate professional studies. Yet, they have been preempted by short-term reform initiatives that may provide superficial evidence of change.

We hope to stimulate progress toward an enduring definition of excellence in higher education by suggesting specific ways in which discussions about curricular integration may be fostered. We invite a broad audience of faculty, administrators, students, professional associations, accrediting agencies, prospective employers of undergraduate students, and policy makers to heed our call to action and to join our dialogue.

Strengthening the Ties That Bind

CHAPTER 2

Binding Values, Changing Times, and Curricular Balance

The "shared values and knowledge that bind us together as a society"[4] historically have encompassed both technological expertise and liberalizing views such as those gained from a study of our cultural heritage. Traditional arts and science disciplines have laid the foundations of knowledge without which our modern professions would not exist. Reciprocally, the professional fields have made strong contributions to the liberating character of our society. As a nation, we are dedicated to the ideal of extending educational access to all citizens so that they may enjoy economic security and cultural enlightenment. Based on these mutually reinforcing values of economic, cultural, and human development, students' desire for professional preparation in college has long been the norm rather than the exception.

With changing times, the specific talents needed by our nation have varied, and America's colleges and universities have responded to meet new and intensified demands for professional workers. As one recent commission report stated, "Historically, America's economic growth—and thus its national security—has been inextricably linked to the development of human resources and to the advances in research and technology of every sector of the nation's business and industry."[5] Students and their parents continue to expect from colleges an integrated education, encompassing both breadth and depth. In the future, as in the past, students' efforts to achieve economic security and respect in their professions need not preclude development of their capacity to contribute to and benefit from other aspects of life.

Despite broad public consensus that higher education should include both liberal and professional study, tension concerning the emphasis placed on each domain in students' educational programs has increased.[6,7,8] In some recent national reports sharp attacks on career preparation have helped to intensify, rather than ease, long-standing friction between faculty who

teach in professional programs and those who teach in the liberal arts. The rhetoric and resulting defensiveness have obscured the need for comprehensive change and limited the range of positive responses. Thus, many solutions proposed on campuses have lacked both vision and realism.

Since the flurry of reports began in 1984, few aspects of collegiate education and few academic departments have escaped criticism. Concern has been expressed about graduates' apparent inability to think critically, relate to others, make ethical judgments, and communicate, as well as their assumed inability to understand, and appreciate their cultural heritage or those of others. Because responsibility for fostering these abilities has been viewed as their domain, liberal arts faculty members have been criticized for failing to achieve their purposes. At the same time professional program faculty have been described as purveyors of crass vocationalism that has eclipsed broader educational goals. In self-defense, some educators in professional fields have pointed to examples of narrowness in liberal arts disciplines and of breadth in professional preparation. When interpreting the critiques, many journalists and policy makers have fueled the fire of conflict by repeatedly emphasizing to the public that colleges convey much technical knowledge, but little cultural knowledge and precious few values.

Many proposals have emerged for solving the "quality crisis" that observers attribute to overspecialization in undergraduate programs. The Education Commission of the States, for example, has called upon educators to "restore the balance between specialized training, aimed at preparing students for a single career, and general education, aimed at ensuring a common cultural heritage and preparing students for life."[9] While such a goal is well intentioned, the assumption that education for life and career are distinct and the idea of "restoring balance" require close examination.

Balance implies that the two types of education are separate entities, one of which can be gained only at the expense of the other. We submit that such a win-lose concept of balance is counterproductive. A student's whole education must be greater than the sum of its parts and is a joint responsibility of all faculty. We must avoid artificial distinctions, either between education for life and education for work or between liberal study and professional study. Although differences in educational purpose exist, we must not assume that all forms of specialization are automatically "narrow vocationalism."[10]

Recent proposals to achieve curricular "balance" have often suggested changing the time allocated to different portions of students' education. One set of current proposals advocates expanding distribution requirements in the liberal arts; another advocates delaying entrance to career programs while students first study a specified set of liberal arts courses. Such curriculum changes, aptly characterized as "timeframe tinkering," have been short-lived in the past, possibly because they ignore students' motivation to learn material they believe to be purposefully connected with their college goals. The history of curricular change includes alternating periods of advocacy for increased curricular prescriptiveness and advocacy for increased relevance to student concerns. No doubt the cycle will continue and tightened time requirements will eventually be loosened.

A second set of current reform proposals establishes interdisciplinary "core" courses to help students see relationships among fields. While laudatory, such efforts fall short of strategic comprehensiveness because, in most cases, "interdisciplinary" relates only to arts and sciences subjects, excluding professional subjects ranging from education to law. As with timeframe adjustments, proposals for interdisciplinary study as educational reconstruction are not new. But, for today's world, a narrow definition of interdisciplinary that ignores the chosen major fields of most undergraduate students is not acceptable.

A third set of recent reform proposals advocates substantial changes in educational processes. These proposals encourage faculty members to establish clear expectations for students, increase student involvement, promote more active learning, increase student-faculty interaction, renew a sense of community, assess student progress in liberal studies after two years of college, and supply students with timely feedback on their progress. In a report entitled "A New Vitality for General Education,"[11] these process recommendations are linked concretely with proposals intended to increase emphasis on the liberal arts. The proposed linkages merit acclaim, but a broader view would encourage linkage with professional preparation where many of the the proposed educational strategies are already common.

Although our shared values continue to bind us as a society, educators are needlessly divided into opposing camps at a time when decisions professionals must make are more complex and demanding than ever before. Effective decision making requires a strong contextual background. In learning to perform professional roles competently, students must meld past, current, and future-oriented perspectives. They must draw upon values and attitudes as well as skills. To ensure this ability, educators must develop educational programs that capitalize upon real problems students will face in their professions.

American society deserves more creative solutions for educational reform than proposals that redistribute educational time, interrelate a limited set of disciplines, or graft experiential learning activities onto fields where students may view them as contrived. We cannot merely pour old wine into new bottles; the bottles must be redesigned to receive new wine. Fundamental change is needed, and the higher education community should not settle for simply "restoring balance" to the college curriculum.

Based on a myopic view, our early discussions about fundamental educational change evoked visions of a treaty to

achieve a "ceasefire" between liberal and professional study factions. The successful evolution of our dialogue is demonstrated by acceptance of a more appropriate metaphor. We now recognize two campus cultures that can jointly solve a common problem. The crux of today's educational problem is how to integrate liberal and professional study effectively, building upon the best that each has to offer.[12] Educators have long embraced the value of understanding based upon cultural pluralism. On the campus, as in society, the concerted effort needed to understand a culture different from one's own will be rewarded by the benefits gained. The educational redesign we suggest will seize opportunities that emerge during a reform era to meld two cultures into a mutually benefical whole.

Strengthening the Ties That Bind

CHAPTER 3

Seizing Opportunities for Excellence

The call to integrate practical and liberal education is not new. Varied forms of educational integration have been posed by cogent thinkers for years.[13,14,15] Most recently, the call was reiterated by Ernest Boyer writing for the Carnegie Foundation:

> [Ideally general education should] extend vertically from freshman to senior year . . . In a properly designed baccalaureate program, general education and specialized education will be joined.[16]

Why do today's educators ignore this important suggestion? Why are we headed toward greater separation of liberal and professional study instead of toward closer integration? What can we do now, when fundamental reform is actively being sought? Although there are many reasons for failure to seize this opportunity, we mention here several that are prevalent on many campuses. To highlight our experiences, we have supplied, in the margins, comments made by network members during our meetings.

1. Faculty and administrative leaders seem hesitant to invest the concerted effort needed to pursue truly substantive curricular change. Developing cross-disciplinary curricula, in particular, requires tact, commitment, and perseverance. To avoid the challenge of confrontation among those with different perspectives, administrators have taken the easy road. Too often, this strategy means avoiding discussion about what we value most, the educational program. As colleges and universities have grown more complex, non-educational issues, such as budgets and governance, have become the common topics for campus-wide discussion.

Faculty people too seldom talk about the whole curriculum—only individual courses and programs.

There has been such minimal contact between departments that we have never addressed content overlap.

2. Incentives for faculty members to initiate dialogues with colleagues in other fields are weak. Even as they publicly condemn reward systems they helped create, many

The educational discussions occur in an atmosphere charged with competition for students and resources.

faculty members are guided by policies that devalue interdisciplinary discussions. Issues of turf and resource protection also inhibit dialogue. When resources are scarce, departments and individual faculty members attempt to appear indispensable by commanding territory through specialized expertise. To view education more broadly jeopardizes the existing structure and opens the possibility of new configurations that may be less familiar, less comfortable, and less adequately funded.

By examining the transcripts of professional school graduating seniors, one can see how much more needs to be done to convey the importance of integration to students.

3. Too often, educators are insulated from public and student needs or dismiss them as products of uninformed consumerism. We have observed that students committed to study in a professional field readily embrace liberalizing subjects once they recognize the relation of these studies to their lives and careers. While understanding the importance of this connection for students, faculty continue to shape academic programs according to their own interests and criteria.

We need to assess integration of progress all through the program, not just at graduation.

4. Educators in professional fields have failed to satisfactorily define the educated professional graduate. While each field has identified its own body of professional knowledge and skills, few have articulated the general abilities and characteristics common to most professional roles. Failure to develop such encompassing definitions may limit educators, by default, to isolated discussions of education for work and education for life and to measures of student success that may place undue emphasis on basic or technical skills.

5. Some educators view the first two years of college as a time for maturation and believe that the liberal arts provide the most appropriate subjects for study during this developmental period, at least for students of traditional college age. Others believe that it is essential to deal with learning deficits students bring to college before engaging them in professional study.

While none of the five reasons given above automatically precludes integration of liberal and professional study, it is of grave concern that some observers have prematurely judged professional education as inherently lacking possibilities for educational excellence. For example, one reform group stated that "it is clear that [four-year professional programs] offer few opportunities to develop the capacities and knowledge that most institutions would expect of baccalaureate graduates."[17] Our experiences lead us to challenge this assertion. One surely can and should debate whether the opportunities are used to good advantage but the opportunities undeniably exist. Many professional programs exemplify "study in depth" by maintaining structure and purpose, yet they extend beyond the boundaries of academic departments.[18] Additionally, professional programs can contribute to the liberating education of students who do not intend to pursue professional preparation. Although educational time always seems inadequate, the available time can be used efficiently when liberal and professional learning are seen as compatible, complementary, and synergistic.

For a focus on international journalism the student *must* study geography, political science, sociology, language, and history.

Our program in ocean awareness involves architecture, law, engineering, and oceanography. Obviously it draws on many liberal arts concepts.

Strengthening the Ties That Bind

CHAPTER 4

Defining the Educated Professional

Much of our group effort in the Professional Preparation Network has been devoted to discussing the characteristics of the educated professional and the ways in which we help students acquire those characteristics. We are describing our experiences briefly here because we believe they can serve as a model for others.

Professional education is uniquely shaped by the historical relation of the profession to society and by the characteristics of its practice community. In each field certain conceptual understandings and technical performance standards dictate unique goals or "professional competences" that are of primary concern to educators. At a minimum, these include four types of competence: conceptual competence, technical competence, integrative competence, and career marketability. (See Table 1.)

Educators from all professional fields independently assert the need for students to develop additional important abilities. Minimally, these include critical thinking skills, communication skills, interpersonal skills, awareness of the context for professional practice, and professional ethics. When professional education is exemplary, both students and faculty recognize that such broad abilities undergird technical competence and

TABLE 1

Four Specific Professional Competences

Conceptual Competence:	Understanding the theoretical foundations of the profession.
Technical Competence:	Ability to perform skills required of the profession.
Integrative Competence:	Ability to meld theory and skills in the practice setting.
Career Marketability:	Becoming marketable due to acquired education and training.

suffuse the professional role. Exemplary professional education supplements purely technical and conceptual competence with concerns for adaptability, leadership potential, and motivation for continued improvement—of the profession and of one's self as a professional.

The realization that such goals are shared among educators in various professional fields provided an important foundation for initiating the dialogue of our group, the Professional Preparation Network. The Network deliberately involves distinctly different academic programs. It consists of volunteer pairs of faculty from large and small colleges, both public and private. Each pair has one member from the liberal arts and another from the professional fields of architecture, business administration, education, engineering, journalism, nursing, pharmacy, or social work. Prominent leaders in each field comprise the eleven-member Network Advisory Panel, and our discussions are frequently enhanced by the presence of accrediting representatives and other interested guests. A more strikingly diverse group would be hard to find.[19] Yet, we learned that a set of mutually important potential outcomes provided a foundation to begin discussion among professional and liberal arts educators about the objectives of integration. Such a list of potential outcomes is given in Table 2.

"Adequate measures of educational excellence must thus be coupled in terms of **student outcomes**—principally such academic outcomes as knowledge, intellectual capacities, and skills." (Involvement in Learning, 1984, p. 35)

In its initial form, the list of outcomes in Table 2 was derived from literature in various professional education fields.[20] In reviewing such objectives, one cannot fail to notice that the goals of professional program educators overlap those traditionally espoused by liberal arts educators. The list bears a striking similarity to the "nine essential undergraduate experiences" proposed recently by the Association of American Colleges task force[21] and the list of important "capacities" named in the Carnegie Foundation report.[22]

"Education in a professional or vocational field may, if rooted upon the skills and attitudes of our minimum curriculum and presented in a liberal spirit, also provide a strong, enriching form of study in depth." (Integrity in the College Curriculum, 1985, p. 30)

Our efforts were also reinforced by survey evidence confirming that the outcomes in the list most frequently attributed to liberal education are prominent concerns in professional education as

Outcomes Considered Important by Educators in Eight Undergraduate Professional Fields

	TEN OUTCOMES IN COMMON WITH LIBERAL EDUCATION
Communication Competence:	The graduate can read, write, speak, and listen and use these processes effectively to acquire, develop, and convey ideas and information.
Comment:	Reading, writing, speaking, and listening are skills essential to professional practice and to continued professional growth as well as to informed citizenry and continued personal growth.
Critical Thinking:	The graduate examines issues rationally, logically, and coherently.
Comment:	Although critical thinking is a universally desired educational outcome, professionals particularly need a repertoire of thinking strategies that will enable them to acquire, evaluate, and synthesize information and knowledge. Since much professional practice is problematical, students need to develop analytical skills to make decisions in both familiar and unfamiliar circumstances.
Contextual Competence:	The graduate has an understanding of the societal context (environment) in which the profession is practiced.
Comment:	The capability to adopt multiple perspectives allows the graduate to comprehend the complex interdependence between the profession and society. An enlarged understanding of the world and the ability to make judgments in light of historical, social, economic, scientific, and political realities is demanded of the professional as well as the citizen.
Aesthetic Sensibility:	The graduate will have an enhanced aesthetic awareness of arts and human behavior for both personal enrichment and application in enhancement of the profession.
Comment:	Sensitivity to relationships among the arts, the natural environment, and human concerns epitomizes aesthetic awareness.

TEN OUTCOMES IN COMMON WITH LIBERAL EDUCATION

Through learning to approach life as an aesthetic experience and by viewing work as an act of aesthetic judgment, professionals can more effectively assess and understand the world and their roles within it.

Professional Identity:

The graduate acknowledges and is concerned for improving the knowledge, skills, and values of the profession.

Comment:

Professional identity both parallels and supplements the liberal education goal of developing a sense of personal identity. The sense of personal worth and self-confidence that develops from experiencing success in professional practice, often including a contributing or altruistic relationship with clients, is an effective vehicle for gaining a sense of one's place in the world as an individual and citizen.

Professional Ethics:

The graduate understands and accepts the ethics of the profession as standards that guide professional behavior.

Comment:

Liberally educated individuals are expected to have developed value systems and ethical standards that guide their behavior. Since in every field professionals face choice and responsibility in the process of making decisions with full understanding of their consequences, the study of ethics provides a context for development of professional ethics.

Adaptive Competence:

The graduate anticipates, adapts to, and promotes changes important to the profession's societal purpose and the professional's role.

Comment:

A liberally educated person has an enhanced capacity to adapt to and anticipate changes in society. Since professional practice is not static, adaptability can be fostered by promoting the need to detect and respond to changes and make innovations in professional practice.

TEN OUTCOMES IN COMMON WITH LIBERAL EDUCATION

Leadership Capacity:	The graduate exhibits the capacity to contribute as a productive member of the profession and to assume leadership roles as appropriate in the profession and society.
Comment:	All education carries with it the responsibility of developing leadership capacity. This is particularly true for professional education where the problem-decision-action cycle may have broad environmental, social, and individual ramifications. Not only does leadership imply both functional and status obligations, it requires the intelligent, humane application of knowledge and skills.
Scholarly Concern for Improvement:	The graduate recognizes the need to increase knowledge and advance the profession through systematic, cumulative research on problems of theory and practice.
Comment:	The heart of the intellectual process is attention to a spirit of inquiry, critical analysis or logical thinking. Although many critical analysis skills are developed as theory and practice are integrated, the professional curriculum can be specially designed to foster among graduates an obligation to participate in inquiry, research, and improvement of the profession.
Motivation for Continued Learning:	The graduate continues to explore and expand personal, civic and professional knowledge and skills throughout a lifetime.
Comment:	A truly educated person will wish to continue learning throughout life. In professional education, substantial emphasis can be placed on fostering individual responsibility for continued professional growth.

well.[23] Clearly, it is erroneous to view the enduring attributes of education as the sole domain of any single group of academic programs and inappropriate to encourage the view that a schism must exist.

Network members began by clarifying the meanings of the original set of outcomes. Later, we increased their specificity, provided interpretive comment, and expanded the discussion's scope by adding three outcomes to form the current list. (See Table 2.) After some progress had been made and rapport was established, we discussed outcomes that we viewed differently, hoping to understand the basis for our disagreement.

These outcomes have been part of our mission since before the network started; the contribution the network made was largely that of affirmation.

We concurred that an educated professional is one who exemplifies the ten outcomes (Table 2) in addition to the four aspects of professional knowledge specific to the field (Table 1). Our group reached this agreement only after much deliberation. Even now, some might wish to alter slightly the language or emphasis of the statements. Indeed, critics have suggested we phrase them more succinctly. Because the final outcomes and interpretative comments resulted from the sharing of conflicting views and thus incorporate multiple perspectives, we have resisted this suggestion. Even though a wide variety of ideas have been included, we expect that not all faculty members will agree initially with our list. We assert unequivocally, however, that these outcome statements provide a fruitful basis for building a sense of community among faculty in a professional program and their liberal arts colleagues, or among faculty in disparate professional fields.

When the professional educator talks about liberal arts and when the liberal arts educator talks about liberal arts, they're talking about two different things.

We are not suggesting that brief discourse among groups of faculty on a campus will produce agreement on the meaning of each outcome, on the types of educational activities which foster it, or on the way in which students may demonstrate it. In fact, we warn that dialogue will not go smoothly at first but must be pursued at length, seriously and persistently. As in any new relationship, much exploration is required for a productive conversation. During the eighteen months that we grappled

with these issues, our discussions were usually friendly, occasionally heated and discordant, but always spirited and profitable. Our testimony that the ten outcomes serve as a basis for initiating important discussion is based on progress we made after we refused to give up in despair. Despite potential difficulties, we believe such discussion is absolutely essential to the continued capability of American higher education to produce appropriately educated graduates.

As the Professional Preparation Network, we engaged in a deliberate search for commonality within our diversity. The extent to which our various fields of professional study already incorporated aspects of liberal education or required liberal study before entering a program varied widely. Despite such variance, all network members entered wholeheartedly into discussions of how liberal and professional education might be more closely interrelated for the benefit of both students and society. We shared experiences, failures, educational practices, and research. Simultaneously, on our own campuses, we planned approaches to improve integration of liberal and professional learning. In some cases, we experimented (both successfully and unsuccessfully) with the Professional/Liberal Undergraduate Self-Study Guide (PLUSS) which others may wish to examine.[24]

The conversations have made me aware that the professional faculty are very concerned about giving their students the right blend of liberal and professional study. As a humanities professor, I have been impressed.

At our own colleges, the success we experienced in initiating change has varied dramatically. Some participating campus teams have moved substantially toward curricular change that will result in increased integration for their programs. In other cases, the network teams persist in trying to engage colleagues on their campuses in discussing the merits of integrating liberal and professional study. On two campuses the initial effort apparently has been suspended, at least until crises or leadership changes have been resolved. The most successful campus projects have been those in which the topic of integration was introduced as an early alternative into curricular discussions already in progress. If discussions of curricular change are too far along, people are already committed to positions and ready to put the issues to rest.

Our core proposal was voted down—it represented lots of work for the faculty—but we will tighten it and resubmit it. As a result, however, our proposal has been broadened and the humanities faculty has increased interest in meeting with the professional school faculty.

In an important sense, the network, with its wide-ranging interests and views, has been a microcosm of a college community. As we have tried to understand each others' perspectives, we have appreciated the difficulties of generating dialogue among academics who have been socialized in very different ways. As a sharing venture, we engaged in a process we called "microparticipation," by playing the role of learner in an unfamiliar academic field taught by a network colleague from that field. As we experienced these educational activities, we assessed how they might contribute to development of liberally educated professionals in our own fields. The rewards of this and similar activities have been well worth the challenge.

We tried switching roles, each taking the other's perspective. Exciting things happened.

To illustrate our point, we observed that a key difference between the same goal espoused by liberal arts faculty and those in professional fields was one of perspective. The professional program educator often related the outcome to a problem in professional context, whereas liberal arts educators related it to a problem in personal development or to broad societal issues. These differences in perspective may mask the commonality of many outcomes to both liberal and professional learning. For example, the outcome we called "professional identity" probably stimulated our most disharmonious discussion. We learned that many professional educators viewed professional identity as a positive outcome—namely, a commitment to unselfish service and improvement of professional expertise. Liberal arts faculty, however, tended to interpret professional identity as a narrow, selfish professionalism often associated with demands for money, status, and excessive freedom from societal oversight.

I feel uncomfortable, even in the network, because we have not sufficiently defined the *differences* between the liberal arts and the professions to know where we can work together.

A broader discussion, occupying much of our time, questioned whether distinctions between professional study and liberal study are natural or artificial. While some network members believed real differences exist that can never be resolved, others suggested that professional and liberal study are essentially the same; the first focusing on a theory of action, the second on a theory of knowledge.

Our best exchanges take place over lunch when the professional faculty and humanities faculty argue their different perspectives.

For some participants these relationships were never satisfactorily resolved. Yet, such differences in perspective can be recognized and resolved only if they are shared. Recognizing that they have received more than their share of blame for "overspecialization," we invited representatives of our accrediting agencies to join the deliberations. Most were convinced, as we were, of the need for better integration and some have acted to strengthen their role. Having gained personally and professionally as network members, we determined to extend this constructive debate more generally to the higher education community.

A year ago many of us could not have even spoken to each other for we had no shared goals or language.

Strengthening the Ties That Bind

CHAPTER 5

Extending a Constructive Debate

Educational leaders who have advocated integrating liberal and professional study[25,26,27,28,29] have stopped short of specifying how such programs might be conceived or who should encourage their birth. In adding our voices to the chorus we are obliged to suggest new verses rather than echo old refrains. In this proposal, we give life to the idea by suggesting ways to foster improved integration of undergraduate professional and liberal study.

We want to extend our constructive debate, thus reversing the unfortunate drift toward educational separatism. Constructive debate requires a serious and deliberate search for shared goals and values on which to base initial discussions. Establishing the direction of debate and keeping it on course presents challenges to all concerned parties.

We believe that necessary steps include providing academic leadership, promoting faculty responsibility, and involving appropriate external agencies. To encourage this dialogue in four-year colleges and universities offering undergraduate professional programs, we offer challenges to three influential groups: (1) academic leaders, including administrators and other campus leaders; (2) faculty members; and (3) external policy makers, including members of accrediting agencies, professional and disciplinary associations, employers, and public agencies.

Challenges to Academic Leaders

In many colleges and universities, a lamentable chasm separates the liberal arts college and professional departments. Competition for resources is keen, autonomy is jealously guarded, and cross-disciplinary discourse is fraught with difficulty. Administrators have failed to insist that all faculty discuss common educational goals for all students. We urge college leaders to initiate discussions that bridge the widening gulf between liberal and professional educators.

The dean of arts and sciences addressed the faculty of the professional school, telling them of progress and urging collaboration.

Specific approaches to positive collaboration depend upon campus history and culture, but our experience shows that success often depends upon administrative effort to mobilize a critical mass of faculty and provide visible commitment to integration. Administrative effort must be reinforced by faculty leaders who insist that educators with dissimilar orientations can learn to work together productively. Because academic leadership in colleges is decentralized and complex, we address our challenges to a broad array of administrators and other campus leaders.

Having a prominent dean bring this issue to colleagues in the Council of Deans was crucial to getting the discussion started.

1. College administrators and campus leaders should promptly initiate intensive discussions about educational outcomes jointly sought by educators in liberal and professional fields. Furthermore, recognizing that rapprochement between separate cultures requires time, they should actively encourage patience with the confrontation that often characterizes initial discussions.

   For large colleges, attempting to establish an encompassing "community of interest" designed to establish continuity and integration in the curriculum throughout the entire campus may not be realistic. Based on our experience, however, it is realistic to build small discussion groups (perhaps one professional field and one or two liberal arts departments) that serve as nuclei for expanding the dialogue. It is important that faculty members in both liberal arts and one or more professional fields be involved and that news of fruitful discussions be widely circulated.

We found many "mythical" barriers—such as regents policies and accreditation requirements that people only thought existed. These myths served to keep the programs separated.

2. As a supportive strategy, administrators might solicit faculty views of campus practices that facilitate integration and of systematic barriers that prevent it. This will enable leaders to reinforce early discussions with visible attempts to enhance facilitators and remove barriers. Our self-study guide, the PLUSS, contains a list of such practices that can be adapted for local use.

3. Administrators should reexamine campus policies to be sure they will reward faculty efforts to integrate liberal and professional learning and teaching. Many faculty members seem discouraged by lack of incentives for interdisciplinary teaching or publishing. Visible rewards for innovative work must be established and endorsed by both faculty peers and administration.

If we participate in collaborative courses, we will lose credit hours from our workloads.

4. Administrators and faculty committees may wish to redefine or reemphasize purposes of sabbatical leaves to assure faculty members that scholarly development in related fields is of equal value to intense study or research in one's own field.

A capstone course synthesizing knowledge and insights from multiple disciplines is difficult to plan.

5. As informal communication channels are opened, campus leaders should promptly create formal structures that reinforce relations between liberal and professional faculties. Every dean should cement firm connections among interested faculty members of diverse persuasions. Examples include prestigious joint teaching appointments across disciplines, related pairs or clusters of courses students take simultaneously, team teaching efforts, seminars that place professional work in context, incentive funds for integrative activities or explorations, and opportunities for interdisciplinary research, field experience, or project groups.

Weekly brown-bag meetings included faculty members and chairpersons from nursing, home economics, architecture, engineering, and education. Each week we discussed one of the outcomes to break the ice.

Informal groups foster collaboration; more formal approaches (committees, motions, etc.) foster confrontation.

6. Campus leaders (including students) can initiate and support informal learning activities that bring together professional program and liberal arts faculty and students. For example, the importance of examining varied perspectives can be emphasized through brown-bag discussions, activities with student associations, and luncheons where prominent speakers address issues of common interest to professional and liberal study. At first, such efforts should be of sufficiently small scale to encourage dialogue. They may begin with two professional fields already sharing some identified interests and a related

With some adaptation, we think we can put the outcomes into the college bulletin as part of the mission.

liberal arts department, such as nursing, social work, and psychology.

We plan a pilot project with a small group of students who would take a selected group of existing liberal arts courses. This is a smaller and more feasible step than developing the total set of integrated courses immediately. We'll do comparative evaluations with a control group.

7. Administrators should commission internal studies of undergraduate education that encompass all academic programs. Among these should be studies specifically aimed at understanding and documenting parallel curricular patterns and common student outcomes in diverse fields of undergraduate professional study and the liberal arts. The studies should begin neutrally, assuming no prestige hierarchy among various undergraduate programs.

I think our president may accept my proposal to establish a task force on liberal and professional education. He is looking for ways to follow up this project.

8. Campus governing bodies should ensure that mission statements for undergraduate education emphasize the importance of integration and encompass both liberal and professional study. Similarly, college public relations materials should document and make visible integrative efforts, giving attention, where needed, to expectations for incoming transfer students who may have lacked integrative opportunities in their former colleges.

Challenges to Faculty Members

The issues underlying our challenges to faculty members fall into three categories: improving faculty communication, increasing curricular coherence, and involving students in learning. In our experience, the first of these challenges, improving faculty communication, is prerequisite to the others. When liberal education and professional program faculty members discuss common educational outcomes, dialogue about educational coherence and involvement often follow naturally. In each of these areas, faculty have the primary responsibility and are in the best position to implement change. We note, however, that each challenge we issue to faculty has a complementary student responsibility to strive for an integrated education. Student concern often follows from visible faculty concern.

1. For each field, professional and liberal arts educators need to jointly define an "educated professional." The effort will challenge both groups to reexamine educational philosophies, objectives, and teaching strategies. We suggest that faculty in professional fields initiate the discussion, seeking out a small potentially receptive group of liberal arts colleagues and focusing on one or two particularly essential outcomes. Because the "Potential Liberal Outcomes of Professional Study" (Table 2) are sufficiently broad to be useful in all professional programs, we suggest discussion, extension, refinement, or revision of this list as a possible starting point. On some campuses, a parallel model may already exist for discussing communication competence through a "writing across the curriculum" movement.

Perhaps we should call the list of outcomes "a bill of rights for students"—the right to have liberal education.

2. After conversation is underway, faculty can increase interdisciplinary understanding by sharing specific classroom activities or field experiences that they use to achieve integrative outcomes. At a retreat or in a day-long conference setting, we suggest trying a process we called "microparticipation." These half-hour "learning sessions," drawn from diverse fields, require little preparation and are well received. Liberal arts educators also might accompany professional program faculty into the field or clinic, noting opportunities that suggest joint efforts. Weekly meetings can focus on specific links between two subjects, such as a bridge two of our members built between ethics and pharmacy practice. Classroom visitations are probably not a good vehicle for exchange of ideas until rapport is firmly established.

In the simulated labs and experiential components of pharmacy, we can bring all the outcomes together, but we need more social and behavioral background.

3. Curricular proposals to integrate liberal and professional study should include change strategies that go beyond addition or modification of course credits or academic time frames. Faculty members must work actively to avoid preoccupation with the natural concern that integration may reduce individual and program identity, autonomy, or

We could identify courses where integration was undoubtedly occurring but didn't know specifics, so we interviewed faculty teaching these courses. It was surprising how much we had to build on.

resources. In the PLUSS, the Integration/Collaboration Matrix provides one way to organize discussion about the appropriate extent and type of integration in a given setting.

4. Parallel to our challenge to administrators, faculty groups should tell campus leaders of barriers to integration that must be removed and facilitators that should be strengthened. One obvious barrier may be physical and organizational arrangements on the campus that inhibit cross-discipline communications; other barriers will operate more subtly. For example, on some network campuses departmental allegiances were believed to be so strong that faculty characterized the general education requirements as a set of "distributional bargains."

One extraneous motivator toward breadth is that our B.A. graduates will be eligible for Phi Beta Kappa; the B.S. graduates are not.

5. As discussions of integration progress and faculty members begin to accept responsibilities outside a particular discipline or program, they may desire to gain additional interdisciplinary perspectives. Some professional program faculty could pursue additional liberal arts study informally and some liberal arts faculty might seek more exposure to professional knowledge and practice. These desired actions indicate progress and can be satisfied by faculty development models that arise spontaneously from discussions of integration. These models include (a) partnerships of two faculty members with complementary interests, (b) partnerships of faculty members teaching interrelated courses,[30] (c) group seminars focusing on problems of mutual importance, and (d) group discussion of books, films, or other trigger devices that support the sharing of knowledge and perspectives. One interesting model, based on extended discussions involving many professional faculty, was developed at Syracuse University;[31] another model, focusing on great books discussions, has been used at Siena Heights College.[32] Collaboration among colleges may be useful, too; members of three Network institutions

The cross-disciplinary paired courses were developed by summer teaching grants. Most pair an arts and science course with a professional course. All students must take one set of paired courses.

I had to read from unfamiliar journals, detach myself from my professional field, and develop a different perspective.

located in the same urban region met occasionally to share their efforts and obtain collegial reinforcement.

6. Efforts to develop new cross-disciplinary channels and topics for faculty communication are time consuming. Unless the reward structure has been adjusted, the first adventurers might be senior, tenured faculty who have already achieved considerable respect in their fields. Alternatively, sizeable groups of committed faculty members can make a strong case for adjusting incentives.

I think professional schools that are trying to increase their status are inclined to separate themselves and develop their own technology. When you've "arrived," you realize you now need the integration.

7. Recent national reports illustrate that it is easier to define what curricular coherence is *not* than what it should be. To illustrate, one report characterizes a quality college program as one that has "structure," "discipline," and "complexity," but is not a "hodgepodge" of courses." Unquestionably, coherence involves issues of structure, complexity, breadth, prescriptiveness, focus, and, most essentially, interrelatedness. The faculty in any institution has a responsibility to go beyond this rhetoric and define coherence for its students.

Our pharmacy students are fearful of examining issues where there are no clear cut answers. This is a key reason to broaden.

Defining curricular coherence may be easier if liberal arts and professional field faculty work together within a problem-solving context. One strategy is to start with problems new professional graduates encounter in practice and assess the broad understandings needed to make effective judgments. Building on such situations, faculty can construct a meaningful and coherent program for professional students. For liberal arts students a parallel strategy would consider how various professions, such as law, engineering, and business affect all our lives. Liberal arts faculty members involved in such discussions with professional program colleagues can use their experience in "problem-solving across the professions" to improve advising of students seeking career direction.

8. In undergraduate professional programs, building a coherent curriculum requires conscious selection and

integration of appropriate liberal arts concepts. Faculty should articulate their expectations of competent graduates. For example, if graduates are expected to understand the sociological or economic context for professional practice or the history of the profession, these requirements should not appear merely as added burdens. It is essential to clarify for students the crucial relation of this knowledge to practice.

You must try to convey to students that it matters which electives they take. As a result of our work, students have begun to recognize that the professional faculty members value liberal education. Good education is improved when professors are asked to identify for students these specific outcomes.

9. Advising procedures for professional students should be strengthened so that all faculty members are clear about which liberal arts courses have been selected, collaboratively planned, clustered, or merged with professional study to promote essential student development in each professional field. Advisors should give careful consideration to the timing of these courses in the professional program. We feel strongly that the common advice "Take your liberal arts courses and get them over with during the first two years" is unwise and incompatible with an emphasis on integration. Similarly, liberal arts advisors should point out to their students the value of courses that help them appreciate the place of the professions in society. Too often, such courses have been relegated to interim term or "minicourse" status.

We see a new concept for us—professional education as an inverted triangle beginning with a narrow focus but ideally becoming broader and more encompassing as the students need to apply professional knowledge.

10. Faculty members should encourage students to assume responsibility for extending their education beyond the formal classroom setting. To help students accept responsibility, colleges must improve and extend early career guidance programs, stressing appropriate life/work relationships rather than mere job seeking. Students will pursue narrow technical programs of study and leisure time activities if society and their teachers seem to reward narrowness; they will seek breadth if their teachers seem to reward breadth.

Just as the business students should have liberal arts, the liberal arts students need some knowledge of business in their lives.

11. Having established clear expectations, faculty should provide comprehensive feedback to students about their

development as educated professionals, including both the selected liberal education outcomes and specific professional knowledge and skills. This process is enhanced by the direct involvement of liberal arts educators in providing feedback to professional students. For example, some architecture programs invite English and speech faculty members to collaborate in coaching and judging students as they present design projects to prospective clients. As a result, liberal arts faculty members gain new perspectives on performance-based assessment.

An example of a good "problem" for several disciplines such as social work, education, pharmacy, and nursing, is the issue of high-risk pregnancy.

12. Faculty can help students find role models among professionals who demonstrate through practice the value of educational breadth. These individuals can speak authoritatively and meaningfully with students about the importance of integrating liberal and professional study.

13. Both research and experience tell us that students who are active rather than passive learners readily learn and use the concepts and skills taught. Furthermore, students learn best when they are strongly motivated, and today's college students typically have keen interest in career preparation. For programs that integrate liberal arts content and perspective with specialized professional education, a wide range of options is available to keep learners active and involved. Examples include writing activities; debates; clinical, studio or community projects requiring synthesized knowledge to solve complex problems; case studies; interdisciplinary lectures; simulations; and capstone courses. These experiences build on professional *esprit de corps* to make the liberal learning relevant. Our network members experienced the architect's design problems, the journalist's ethical dilemmas, and the health professional's clinical assessment techniques as types of active learning that could be used to reinforce many liberal education objectives.

A natural relationship is the merger of world civilizations with the history of architecture. What educated tourist is not in need of some background in architecture?

14. Integrated professional and liberal study is a natural arena for expanding professional students' public service activities following notions currently under discussion on many campuses.[14] Reciprocally, public service activities for liberal arts students can provide exposure to the professions.

15. Self-direction and internal motivation are essential in professional life. Therefore, faculty should help students develop their ability to direct their own learning and to assess their own academic and skill development. Working together as a team, the professional and liberal arts fields have much to contribute to the broader application of performance-based competence assessment and self-directed activities.

Adaptability is reading the contours of the present and envisioning their importance for the future.

Challenges to External Policy Makers

Policy makers, employers, and the public are interested in helping colleges set high educational standards. Often responding primarily to media interpretations, they have not yet been exposed to the potential benefits of integrating liberal and professional study. Educators must articulate this idea more clearly and seek the productive involvement of external groups.

The specific groups to whom we offer challenges include employers, state and federal policy makers, accrediting agencies, licensing agencies, and scholarly and professional associations. Many challenges will necessarily concern more than one of these groups.

1. Educators should unite with business and professional leaders to identify qualities sought among graduates and ways in which these qualities may be fostered. Based on their own experiences, executives of major private and public corporations, political figures, and others have stressed the need for appropriately educated professionals. They have urged colleges to strengthen experi-

ences that promote general capabilities traditionally associated with a liberal arts education. Since these individuals also employ graduates who have completed specialized programs, it is essential to ensure their additional involvement in curricular revisions. New ways must be found to jointly establish standards of educational excellence that move such discussions beyond rhetoric and exhortation. Focused discussions will help educators translate broad ideas into specific educational activities that can improve subsequent performance of graduates as professionals and citizens. Involvement in setting standards encourages commitment of employers to help in validation of criteria through evaluation of graduates.

2. Employers and colleges should jointly develop guidelines for both employers and graduate/professional schools who recruit on college campuses. The guidelines should avoid endorsing recruiters who, by their inquiries, suggestions, or offers of positions, reinforce for students the image of intense, narrow specialization as the *sine qua non* of professional success.

3. Accrediting agencies frequently have been accused of fostering narrow educational programs through restrictive standards. To counter these accusations effectively and to regain lost credibility, accreditors should make more public their established requirements of integrated liberal and professional study and more visible their recent initiatives. Accreditors should also work with educators and public agencies to discourage false implications that they support unnecessarily narrow approaches. Faculty members comprise a substantial constituent group within most accrediting agencies and should take an active part in this self-regulating effort.

Our accreditation self-study provided the perfect opportunity to use the PLUSS and to initiate more discussion of liberal learning outcomes. The PLUSS is a lengthy complex instrument. But we were able to adapt sections to our local situation.

4. The accrediting process should encourage, identify, and reward the successful integration of liberal and professional study. Specialized and regional accreditors might

cooperate in developing a pool of peer reviewers who would bring to program review a specific expertise in integrated study. Accreditors could also publish a list of documented exemplary integrative programs.

5. Accreditors will need to deal candidly with the problem of community college transfers from institutions that allow early specialization without concurrent attention to the liberal aspects of professional development.

Some integrated courses could be developed for television and thus serve as models.

6. Professional and disciplinary associations should facilitate integration by sponsoring serious discussions focusing on opportunities for integration and by offering avenues for dissemination to those interested in sharing educational activities and outcomes of integrated programs. The Association of American Colleges is currently engaged in such discussions to help introduce a stronger contextual component into engineering curricula. Similarly, the teaching divisions of such groups as the American Historical Association and the American Sociological Association could encourage member symposia to report educational endeavors that help professional students understand the context for practice.

7. Educational and philanthropic foundations should support more intensive searches for examples of educational excellence based on integration, sponsor research that examines their impact, and promote dissemination of their important characteristics.

Studies of integration need, at least in part, to be ethnographic so we can learn how the integration occurs for the student; who encourages it, what reinforces it?

8. All groups should cooperate in ensuring that various attitudes, values, qualities, and skills assumed to contribute to competent professional practice actually achieve that end. Research examining ways that graduates use skills in their professional work can reduce the dependence of curricular decisions on anecdotes and assure use of appropriate measures for student assessment.

Validation measures should be grounded in professional practice, societal needs, and learning theory. Since practice is continuously in flux, periodic reexamination must involve employers, professional associations, and licensing agencies. In addition to traditional quantitative methods of validation the use of qualitative techniques should be expanded. For example, working together with liberal arts colleagues, educators in professional fields can draw from their previous experiences (clinical observations, practica, or attitudinal measures) to devise indicators of "the liberally educated professional." Alternatively, assessment of student learning could be grouped into intuitively meaningful categories such as knowledge about what to do, when to do it, and why do it. Accreditors can point to exemplary programs that have conducted validation studies suitable for replication.

9. Professional associations, employers, and licensing agencies should cooperate with educators to help identify those competences that should (and can) be acquired before professional employment and those that are best developed or expanded after entry into the profession.

Try building case studies around the "crisis of the week" in any field.

10. A variety of task forces, curriculum committees, and project groups from national associations and accrediting groups must take a more assertive role in defining college-level outcomes students should achieve and in developing measures of integrated liberal and professional study. Unless these groups take the initiative, state and federal policymakers who are sponsoring assessment plans may encourage the creation of minimal performance standards rather than high standards of broad competence to which professional graduates should aspire. The approach external policy makers take and the relationships they develop with educators can either facilitate or retard efforts toward integration.

At the local level, employers should work with faculty members to develop definitions and methods to measure

achievement of the liberal outcomes of professional education as well as their impact on personal and professional success. Faculty who are adept at testing and measuring skill performance might extend their assessments to encompass liberal type outcomes. Nursing provides a useful example where students' interpersonal skills when performing a procedure are assessed as equally important to the technical skill used. Similarly, liberal arts faculty have skills in appraising broad outcomes, such as critical thinking and use of perspective in problem solving, to share with their colleagues in professional fields.

11. National testing agencies have specific experience in constructing occupational and professional tests. Currently, they are developing new measures of general education that juxtapose concepts from traditional disciplines against important basic skills.[5] These agencies should be encouraged to work with interested faculty members in developing similar tests that encompass both liberal and professional knowledge, skills, and attitudes.

Strengthening the Ties That Bind

CHAPTER 6

A New Spirit of Learning: A New Sense of Community

The current era of curriculum reform will prompt multifaceted change in American education. Whether the changes will be sufficiently broad and enduring remains to be seen. During this period of curricular ferment and reform, many have looked backward to the "good old days" rather than forward to needs of our rapidly changing society. Such nostalgia may have encouraged premature adoption of curricular reforms that are no longer appropriate or effective.

As college costs rise, few students can afford to lengthen the college years in order to pursue liberal and career education sequentially. More importantly, separate pursuit of these educational domains is less effective than building on student interests, which also promote active involvement in learning. As one university president has said, "We need not a new curriculum, but a new spirit of learning—some simple, meaningful, achievable educational goal our new educational paradigm must be achieved through—not instead of or in defiance of—students' career goals."[5]

In response to recent criticisms of eroding educational breadth, liberal arts faculty members have understandably responded with efforts to extend, strengthen, broaden, and interrelate liberal arts subjects as a way to restore "educational balance." Perhaps because their enrollments are more secure, professional program faculty have been less motivated to respond than disciplinary faculty. Surely, there has been little indication that the two groups have heard the calls for integration or that they have reached out to one another.

In recent critiques, some have also called for a return to a "sense of community" in our colleges. This suggestion can incorporate the need to bridge the gulf that currently separates liberal and professional study. We believe the idea of reestablishing a sense of community is viable if grounded purposefully in values shared by most faculty and students. The potential liberal

outcomes of professional education can be used to strengthen the ties that bind liberal and professional study because they give meaning and stability to the education of the student while accommodating the rich diversity of the university.

In the Professional Preparation Network, liberal and professional educators have reached out to each other. Our goal has been to examine varied educational objectives, strategies, and interdisciplinary arrangements that equip professional students to solve the complex problems of our times and assist liberal arts students to appreciate the societal contributions made by the professions. Such arrangements require that faculty depart from comfortable and familiar patterns, breaking new ground as they reconsider educational purpose and organization. Having experienced this dialogue, we are unlikely to be satisfied by a return to the "good old days" of separatism. The tasks of developing a new spirit of learning and of building a new sense of community are so crucial that they must involve all faculty and students.

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D. Description of PLUSS

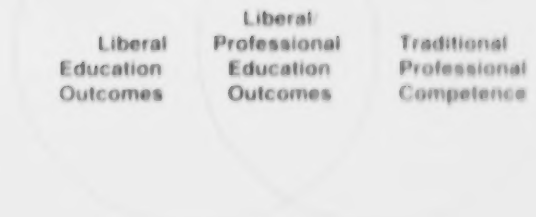
The Professional/Liberal Undergraduate Self-Study (PLUSS) helps to stimulate initial discussion within undergraduate professional programs planning to integrate liberal education goals in students' experiences. PLUSS also provides a framework within which professional program and liberal arts faculty may identify and mutually resolve various issues related to such integation in an organized and collegial manner.

Typically, a decision to use PLUSS as a stimulus to discussion will be made by a particular undergraduate professional program (e. g., nursing, business, architecture). This program will then invite other faculty members concerned with liberal education to join their discussions. PLUSS helps identify common views, differing views, and other starting points for dialogues. If students' and recent graduates' views are also included, an even wider perspective is gained.

PLUSS is based on two lists of broad student outcomes:

Traditional Professional Competence	Outcomes frequently considered primary goals of professional preparation in college.
Liberal/Professional Education Outcomes	Outcomes encompassing goals of liberal education but phrased in terms especially relevant to graduates who prepare for professional positions.

The two sets of outcomes can be viewed as overlapping realms (see figure). The liberal/professional outcomes express common goals for students endorsed by both professional and liberal educators. Because colleges and professional programs may find that some desired outcomes are not covered in these lists, PLUSS provides space to add other locally important outcomes.



The particular set of liberal/professional outcomes included in PLUSS was originally derived from literature in professional fields. Subsequently, the set was expanded, refined, and field-tested during 1986 by pairs of professional and liberal arts faculty from several colleges and universities.

PLUSS has separate versions for (1) professional program faculty, (2) liberal arts program faculty, (3) professional program students, and (4) recent graduates of professional programs. Although parts of each version are printed in survey form, the survey responses are intended to be collected informally to stimulate discussion within and among campus groups. The available sections of each version are given in the table below. Within each version, the sections may be used in any combination.

	AUDIENCES OF PLUSS			
Section of PLUSS	Professional Program Faculty	Liberal Education Faculty	Professional Program Students	Professional Program Recent Graduates
I. Survey of Important Liberal/ Professional Outcomes	•	•	•	•
II. Identifying Existing Educational Activities that Achieve Outcomes	•	•	•	•
III. Adequacy of Program Discussions	•	•		
IV. Collaboration/Integration Matrix and Discussion Guide	•	•		
V. Indicators of Professional/ Liberal Integration	•	•		
VI. Facilitators and Barriers Discussion Guide	•	•		

The Professional Preparation Network desires to share its work more fully than is possible in this brief report. Consequently, we plan to make available a booklet that describes our efforts in more detail. This descriptive publication, which we hope will be useful to other colleges and universities, will include two parts. Part I will describe our activities, dilemmas, and group dynamics as a network of strangers sharing diverse perspectives about liberal and professional study. Part II will describe how efforts toward integration proceeded—sometimes successfully, sometimes not—at several colleges where network members attempted to engage their colleagues in their discussions. We anticipate that this booklet will be available in fall 1988.

F. Related Information

The Professional Preparation Project Staff maintains a list of related projects that are underway and a bibliography of materials to share with interested persons. So that we may maintain their currency, the lists are available upon request.

[1] Association of American Colleges, *Report of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees: Integrity in the College Curriculum* (Washington, D. C.: The Association, February 1985).

[2] E. L. Boyer, *College: The Undergraduate Experience in America* (New York: Harper and Row, 1987).

[3] D. Bok, *Higher Learning*, (Cambridge, MA: Harvard University Press, 1986).

[4] National Institute of Education, *Involvement in Learning: Realizing the Potential of American Higher Education* (Washington, DC: Study Group on the Conditions of Excellence in American Higher Education, October 1984), p. 10.

[5] American Association of State Colleges and Universities, *To Secure the Blessings of Liberty: Report of the National Commission on the Role and Future of State Colleges and Universities* (Washington, DC: The Association, 1986), p. 22.

[6] National Institute of Education, op. cit.

[7] Association of American Colleges, op. cit.

[8] Education Commission of the States, *Transforming the State Role in Undergraduate Education* (Denver: July 1986).

[9] Ibid, p. 12.

[10] Whereas the idea of a vocation or calling once had positive connotations, use of the form "vocationalism," frequently modified by the adjective "narrow," now conveys a negative value.

[11] Association of American Colleges, *A New Vitality in General Education* (Washington, D. C.: The Association, January 1988).

[12] Boyer, op. cit.

[13] A. N. Whitehead, *The Aims of Education and Other Essays*, (New York: MacMillan, 1929).

[14] The President's Commission on Higher Education, *Higher Education for American Democracy* (Vol I, "Establishing the Goals") (Washington, D. C.: U.S. Government Printing Office, 1947).

[15] Boyer, op. cit.

[16] Boyer, op. cit., p. 101.

[17] National Institute of Education, op. cit., p. 41.

[18] Association of American Colleges, *Integrity*, op. cit., pp. 30-31.

[19] Although it was not possible to involve all professional fields in The Professional Preparation Network, our membership is reasonably representative of undergraduate professional programs lasting four to six years. We do not specifically address professions such as law, medicine, theology, and dentistry where undergraduate study and professional study usually occur in separate time frames. We do not expect that our recommendations will be directly useful to liberal arts colleges who have made clear decisions to exclude career programs.

[20] J. S. Stark, M. A. Lowther, B. M. K. Hagerty, & C. Orczyk, "A conceptual framework for the study of preservice professional programs in colleges and universities," *Journal of Higher Education* , 1986, *57*(3): 231-258.

[21] Association of American Colleges, *Integrity*, op. cit.

[22] Boyer, op. cit.

[23] J. S. Stark, M. A. Lowther, & B. M. K. Hagerty, "Faculty perceptions of professional preparation environments: Testing a conceptual framework," *Journal of Higher Education*, 1987, *58*(5): 530-561.

[24] J. S. Stark, B. M. K. Hagerty, M. A. Lowther, & P. Lokken, *Professional Liberal Undergraduate Self Study (PLUSS)* (Center for the Study of Higher and Postsecondary Education, Ann Arbor, MI, 1987).

[25] A. N. Whitehead, op. cit.

[26] The President's Commission on Higher Education, *Higher Education for American Democracy* (Vol I, "Establishing the Goals") (Washington, D. C.: U.S. Government Printing Office, 1947).

[27] F. H. T. Rhodes, "Reforming higher education will take more than just tinkering with the curriculum," *The Chronicle of Higher Education* (May 22, 1985).

[28] M. H. Curtis, "Confronting an Academic Dichotomy: A Proposal for Integrating Liberal and Professional Education," *Phi Kappa Phi Journal*, 1985, *65*(3):10-12.

[29] E. J. McGrath, *Liberal Education in the Professions* (New York: Teachers College, Columbia University, Institute of Higher Education, 1959).

[30] The University of Kentucky and Babson College provide specific examples.

[31] Peter Marsh (Ed.), *Contesting the Boundaries of Liberal and Professional Education: The Syracuse Experiment* (Syracuse: Syracuse University Press, forthcoming).

[32] Sienna Heights College, *Ideas Across the Curriculum* (no date).

[13] Association of American Colleges. *Integrity*, op. cit., p. 28.

[14] Frank Newman, *Higher Education and the American Resurgence* (Princeton, NJ: Princton University Press, 1985).

[15] The College Board and Educational Testing Service, *The Academic Profile* (announcement) (Princeton, NJ, 1987).

[16] F. H. T. Rhodes, . . . *Or What's a College For?* (Address delivered at Harvard University, November 13, 1986), pp. 10-12).